

ECEC and NCLB: A Snapshot Survey of Opinion

*Focus on Soliciting Views and Opinions
Promoting Better Understanding
Of Educational Policy Questions and Issues
Relating to
Early Childhood Education and Care (ECEC)
and the federal educational framework found within the
No Child Left Behind (NCLB) Act*

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The following raw data presents a prioritization or assessment of the relative importance of grouped data originally gathered through an open-ended survey. Original data was collected through several means (including the web-based “ehuddle” product through ehuddle.com). Upon review, that data was then grouped compiled into summarized topical areas. That refined data was then evaluated using the web-based anonymous survey tool (found at surveymonkey.com).

All original source data is available upon request.

The author will prepare a further analysis of this data. Comments and suggestions are solicited and welcome.

1. Respondents to this survey will help evaluate and prioritize results from early open-ended surveys.

1. 1.A. FIRST GROUP TO BE EVALUATED ---- FOCUS ON NCLB IMPACT -- Please help to evaluate the following answers (listed by topic in unranked alphabetical order) to the question, "In what ways (if any) does NCLB have an impact (whether direct or indirect) on early childhood education and care?" Note: After you evaluate these listed items, you will have an opportunity to (1) enter comments or (2) to suggest new items responsive to the question.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Response Average
5. Child Health – Students must be healthy to be ready to learn. Parents should be encouraged to have regular checkups for their children.	0% (0)	0% (0)	6% (1)	19% (3)	75% (12)	0% (0)	4.69
11. Focus on Early Education – NCLB should help to create awareness and recognition of the importance of the foundation of skills and learning through early education.	0% (0)	0% (0)	0% (0)	50% (8)	50% (8)	0% (0)	4.50
14. Inadequate Resources – NCLB funds seem to be helping some programs, but the funds are not reaching the early childhood education programs, where the funds are sorely needed.	0% (0)	0% (0)	6% (1)	44% (7)	50% (8)	0% (0)	4.44
2. Academic Pressure – NCLB creates age-inappropriate academic pressure on children.	0% (0)	12% (2)	0% (0)	25% (4)	62% (10)	0% (0)	4.38
7. Developmental Issues – NCLB’s focus on academic skills is not developmentally appropriate for young children.	0% (0)	6% (1)	12% (2)	25% (4)	56% (9)	0% (0)	4.31
13. Inadequate Funding – NCLB has not been funded at a level necessary to accomplish the stated objectives.	6% (1)	0% (0)	12% (2)	19% (3)	62% (10)	0% (0)	4.31
15. Lack of Play Time – Time spent on testing is time away from hands-on activities and play-based learning.	0% (0)	6% (1)	12% (2)	25% (4)	56% (9)	0% (0)	4.31
22. Teaching to the Test – NCLB’s focus on testing forces/encourages teaching methods that deny discovery and learning.	0% (0)	6% (1)	6% (1)	38% (6)	50% (8)	0% (0)	4.31
20. Teacher Focus - NCLB seems to frighten elementary teachers into forgetting what is developmentally appropriate and so the "must succeed" mentality backs up into early	0% (0)	6% (1)	0% (0)	56% (9)	38% (6)	0% (0)	4.25

childhood.							
26. Unrealistic Expectations – NCLB can create unrealistic expectations for what young children are capable of doing.	0% (0)	0% (0)	25% (4)	25% (4)	50% (8)	0% (0)	4.25
4. Broader Mission - To the extent that public education is now, and rather recently, including the early childhood care and education community in its mission and vision, it will have a direct impact on this largely private market.	0% (0)	0% (0)	6% (1)	69% (11)	25% (4)	0% (0)	4.19
19. Reading Readiness – NCLB’s search for outcomes misses the fact that the majority of preschoolers are not ready to read. They need lots and lots of practice in readiness skills that can be strengthened in a play-based environment.	0% (0)	12% (2)	12% (2)	25% (4)	50% (8)	0% (0)	4.13
6. Curriculum – NCLB forces movement away from "developmentally appropriate practices" through testing very young children and by on concepts and knowledge that should not be a part of preschool curriculum.	6% (1)	6% (1)	6% (1)	31% (5)	44% (7)	6% (1)	4.07
10. Early Intervention – NCLB focuses on early intervention, and this can have a positive long-term impact.	0% (0)	6% (1)	6% (1)	62% (10)	25% (4)	0% (0)	4.06
16. Loss of Freedom – The focus and emphasis on academics means that kids no longer have the freedom to experience the world by exploring it and playing because parents and teachers (due to laws) have to start expecting more and more from younger and younger children.	0% (0)	6% (1)	19% (3)	38% (6)	38% (6)	0% (0)	4.06
24. Testing Pressure - NCLB creates a “testing pressure” that reaches into early education, changing expectations and curriculum.	12% (2)	0% (0)	6% (1)	44% (7)	38% (6)	0% (0)	3.94
25. Uneven Application – The implementation of NCLB concepts (for instance, "community-based" provision of Early Childhood) is "best practice" for many children, but not for all. These issues need to be looked at on a case by case basis.	0% (0)	12% (2)	6% (1)	62% (10)	19% (3)	0% (0)	3.88
8. Disabilities – The placement of some young children with disabilities may have been negatively impacted by NCLB accountability expectations.	6% (1)	6% (1)	25% (4)	38% (6)	25% (4)	0% (0)	3.69

12. Funding - NCLB funding has had an impact, indirectly yet definitely, on funding for programs such as Title 1, Headstart, and Family Literacy.	6% (1)	0% (0)	38% (6)	31% (5)	25% (4)	0% (0)	3.69
21. Teacher Quality – NCLB is helping to ensure (through credentialing) that highly qualified licensed teachers are hired to teach.	12% (2)	6% (1)	6% (1)	69% (11)	6% (1)	0% (0)	3.50
23. Testing Impacts Strategies - Because of the negative impact of testing as defined by NCLB, it is difficult for the early childhood community to think about any strategies that enable teachers to learn more about students because of the fear of inappropriate testing.	12% (2)	12% (2)	31% (5)	19% (3)	25% (4)	0% (0)	3.31
9. Documentation of Deficiency – By documenting the achievement gap, NCLB helps to collect data that demonstrates the need for high-quality educational opportunity. This can lead to improvements in program quality.	0% (0)	31% (5)	25% (4)	31% (5)	12% (2)	0% (0)	3.25
1. 4K-influence - The increased number of children in community 4K programs highlights the creeping influence of NCLB into early care and education programs.	6% (1)	31% (5)	31% (5)	19% (3)	12% (2)	0% (0)	3.00
3. Assessment – NCLB’s focus on student achievement helps to close the achievement gaps.	19% (3)	31% (5)	31% (5)	12% (2)	6% (1)	0% (0)	2.56
18. Preparation – NCLB’s focus on assessment helps improve student learning; builds self-confidence.	31% (5)	31% (5)	25% (4)	6% (1)	6% (1)	0% (0)	2.25
17. No Impact – NCLB has not had much of an impact on Early Childhood education.	19% (3)	75% (12)	6% (1)	0% (0)	0% (0)	0% (0)	1.88
Total Respondents							16
(skipped this question)							0

1.B. FOCUS ON NCLB IMPACT -- Do you have any comments relating to the 26 items included within the section you just completed? Additionally, you may also provide any new or additional thoughts relating to the question, "In what ways (if any) does NCLB have an impact (whether direct or indirect) on early childhood education and care?"

- On # 6, I agree with the first part of the statement but not the second half (about the concepts and knowledge). On # 22, the way a teacher reacts to tests for accountability could result in this effect but the tests are state and local and do not need to have this effect. A teacher CAN

	teach to the test and still infuse more than strict content knowledge.
2.	Funds for Early Childhood teachers/workers must be increased at the Federal and State levels. There is a great disparity between states in what is available for teachers and Early Childhood staff for professional development. In addition, incentives and strategies for increasing salaries for these workers is needed as well
3.	NCLB has a long way to go, but the effort and the intent is what is needed in EC. My experiences have provided me the insight to see what I need to do to ensure the students in my program are successful. The assessment required has made me a better teacher. I have been fortunate to be a part of the development of an assessment tool that is currently being piloted. In an effort to develop a developmentally appropriate tool, our team has been able to determine (through research) that some of the expectations we had previously had were at a higher level than they needed to be. Overall, NCLB has proven to be a very positive influence in focusing on the child (not on the the teacher thinks the child needs to learn).
4.	I have experienced the testing of 4 year olds in Head Start and it was definitely not developmentally appropriate.
5.	Statements 4, 6, and 23 should be re-worded. Their intent is unclear. Places unrealistic expectations on young children, failing to take into account the variability in development that is normal for this age group. Practices under NCLB place pressure on teachers to teach to the test and ignore developmental and individual student needs. More children are failing as a result of NCLB.
6.	It was difficult to rate some of these items. I don't believe that NCLB is requiring testing in early childhood, at least pre k programs. I am assuming that some of these responses came from early elementary or K programs and I understand that they feel the impact of the status of children developmentally as they enter their programs. I think we need to separate the appropriate assessment strategies that support teachers in better individualizing for children with the term testing. Some of these responses imply to me that these terms are being used as synonyms. I also think that NCLB is separate from what is happening in Head Start. That is a reaction to GEPA and PART on the federal level and really is not a part of NCLB. So, in general, it is difficult to connect to some of these statements because I don't think they adequately reflect what is happening in early childhood.
7.	#4. Broader Mission: The "direct impact" on the early care and education market has been both positive and negative. The focus on the importance of early learning has been positive. The negative impact includes "fear" of failure, competition, and further unfunded mandates.
8.	In some programs, NCLB is encouraging teachers to focus on rote learning of information rather helping children to understand the world through holistic interactions in enriched natural, playful environments.
9.	The positive impact of NCLB is emphasizing accountability in the classroom/center for progress. I have not felt that I am being forced to do things that are not developmentally appropriate. I do think that PreK teachers have often been locked into activities/units/etc. as opposed to analyzing the developmental needs of each child in their room and adapting/customizing what they do to meet each child's needs across all developmental domains, including the home environment. The home component is missed once the children move on to kindergarten. I do think we are at a crossroads in how we want to interpret what NCLB is asking us to do. Also, there is not funding for us to be creative or have the time to set up quality guidelines using those of us in the field. I do think "quality" is what we will make it. The conversation is what type of testing (standardized and criterion-referenced) and how are we going to define mastery.

10. DAP and what we know about early education is falling by the wayside. This is unfortunate.

3. 2.A. SECOND GROUP TO BE EVALUATED ---- FOCUS ON NCLB CHANGES -- Please help to evaluate the following answers (listed by topic in unranked alphabetical order) to the question, "Do you have any thoughts on the question of how NCLB could be (or should be) modified to address specific issues relating to early childhood education and care? As you reflect on the federal framework, what specific actions (if any) should be taken to address any of the special needs or conditions relating to early childhood education and care?" Note: After you evaluate these listed items, you will have an opportunity to (1) enter comments or (2) to suggest new items responsive to the question.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Response Average
25. Professional Development - Professional development appropriate for early care and education providers is essential to having highly qualified teachers.	0% (0)	0% (0)	0% (0)	7% (1)	93% (14)	0% (0)	4.93
23. Parent Support – We should emphasize supporting parents and providing parents with resources and responsibility to participate in their child's learning.	0% (0)	0% (0)	0% (0)	13% (2)	87% (13)	0% (0)	4.87
4. Best Practices – NCLB must reinforce, not hinder, best practices.	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	0% (0)	4.80
14. Focus on Best Practices – Don't abandon best practices while pursuing NCLB compliance.	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	0% (0)	4.80
22. Parent Participation/Involvement - Parents must be an integral part of their children's early education.	0% (0)	0% (0)	0% (0)	20% (3)	80% (12)	0% (0)	4.80
11. Developmentally Appropriate Practice - NCLB should address early education and care through use of Developmentally Appropriate Practice.	0% (0)	0% (0)	0% (0)	27% (4)	73% (11)	0% (0)	4.73
21. Meeting Child Needs – We must meet the social and emotional needs of children.	0% (0)	0% (0)	0% (0)	27% (4)	73% (11)	0% (0)	4.73
30. Teaching Staff – Staff are the key to educational quality.	0% (0)	0% (0)	0% (0)	27% (4)	73% (11)	0% (0)	4.73
24. Partnering - Partnering with accredited childcares to create early childhood, pre-k for all children whose parents are interested.	0% (0)	0% (0)	0% (0)	33% (5)	67% (10)	0% (0)	4.67
3. Avoid Mandatory Testing - Find more creative and instructionally sound ways of holding schools accountable.	0% (0)	0% (0)	0% (0)	40% (6)	60% (9)	0% (0)	4.60
10. Compensation/Salaries – Improving staff salaries is important	0% (0)	0% (0)	7% (1)	27% (4)	67% (10)	0% (0)	4.60
20. Measuring Achievement - Significant changes should be made in	0% (0)	0% (0)	7% (1)	27% (4)	67% (10)	0% (0)	4.60

how achievement is measured.							
29. Standardized Testing - We should not use or rely upon standardized testing at this very young age.	0% (0)	0% (0)	7% (1)	27% (4)	67% (10)	0% (0)	4.60
5. Best Practices for Teaching - NCLB should focus on best practices in teaching rather than test performance.	0% (0)	0% (0)	7% (1)	33% (5)	60% (9)	0% (0)	4.53
9. Collaboration Incentives - More incentives for connections and collaboration among existing agencies, state, county, and local.	0% (0)	0% (0)	7% (1)	33% (5)	60% (9)	0% (0)	4.53
6. Child Development – Focus on child development, rather than skill development.	0% (0)	7% (1)	7% (1)	27% (4)	60% (9)	0% (0)	4.40
26. Rating Quality – We need to have systems in play for rating quality and the means to help programs get there.	0% (0)	0% (0)	0% (0)	60% (9)	40% (6)	0% (0)	4.40
8. Class Size - It is crucial to limit the number of young children per adult/teacher to no more than 12.	0% (0)	7% (1)	21% (3)	14% (2)	57% (8)	0% (0)	4.21
2. Achievement Gap - NCLB needs to address the achievement gap that already exists by preschool age. Low income/low literacy children at ages 3 and 4 are already behind.	7% (1)	0% (0)	13% (2)	33% (5)	47% (7)	0% (0)	4.13
16. Funding – NCLB needs improved funding and greater flexibility.	7% (1)	7% (1)	7% (1)	27% (4)	53% (8)	0% (0)	4.13
18. Homeless Children - NCLB should address the issue of providing early childhood education and care for homeless preschool children.	7% (1)	0% (0)	13% (2)	33% (5)	47% (7)	0% (0)	4.13
19. Literacy - NCLB would do well to invest more in the advancement of literacy for our disadvantaged children.	0% (0)	7% (1)	13% (2)	40% (6)	40% (6)	0% (0)	4.13
1. Accuracy of Assessment – NCLB does not make an accurate measurement of the children's capabilities now or in the future.	0% (0)	0% (0)	27% (4)	47% (7)	27% (4)	0% (0)	4.00
13. Expectations – While NCLB has a desirable intention, unfortunately, some children will never be able to meet the benchmarks that are set even with a great deal of intervention.	0% (0)	7% (1)	13% (2)	53% (8)	27% (4)	0% (0)	4.00
15. Four Year Old Kindergarten – State funding makes early education accessible to all.	7% (1)	13% (2)	0% (0)	33% (5)	47% (7)	0% (0)	4.00
28. Special Education - Special education belongs in 4K, but we need to figure out how?	0% (0)	7% (1)	13% (2)	53% (8)	27% (4)	0% (0)	4.00
7. Child in Context – Take a broader look at a child (e.g., family	0% (0)	13% (2)	13% (2)	40% (6)	33% (5)	0% (0)	3.93

situation or IQ level) before determining whether than can perform at grade level.							
17. Health – Policymakers need to be aware how technical advances in medicine impact education.	0% (0)	13% (2)	13% (2)	40% (6)	33% (5)	0% (0)	3.93
27. Repeal – NCLB should be repealed. There are other ways of implementing accountability rather than what is currently in place.	7% (1)	13% (2)	20% (3)	13% (2)	47% (7)	0% (0)	3.80
12. Early Reading - It makes sense to have an Early Childhood Reading Initiative.	0% (0)	13% (2)	27% (4)	33% (5)	27% (4)	0% (0)	3.73
Total Respondents							15
(skipped this question)							1
<p>2.B. FOCUS ON NCLB CHANGES -- Do you have any comments relating to the 30 items included within the section you just completed? Additionally, you may also provide any new or additional thoughts relating to the question, "Do you have any thoughts on the question of how NCLB could be (or should be) modified to address specific issues relating to early childhood education and care? As you reflect on the federal framework, what specific actions (if any) should be taken to address any of the special needs or conditions relating to early childhood education and care?" Note: After you evaluate these listed items, you will have an opportunity to (1) enter comments or (2) to suggest new items responsive to the question.</p>							
1.	I disagreed with the statement "4 yr old Kindergarten makes early education available to all" because I feel that often it simply places a child at a desk too early and in an academic environment rather than an exploratory environment. I would much rather see funding, professional development in child care/ and independent preschools that work in collaboration with and send information to the public schools.						
2.	Class size is of great importance to the success of a 4-K program (or any other EC program for that matter). When the class size becomes too large, the staff is unable to meet each child's needs. Not all Special Education children are appropriate for a 4-K setting. Generally speaking, the students I have integrated into a 4-K program have had a positive experience, however, the integrations should be on an individual basis and the needs of each child should be considered before making placement decisions. Funding is key to the success of any program, but a caring, resourceful staff that put student needs first is critical to student success.						
3.	<p>#1 - To be sensitive to the needs of young children, NCLB needs to offer different approaches to curriculum and assessment, ones that reflect the unique needs for learning of this age group. #10 - this applies more to the child care and Head Start teachers than those affiliated with public preschool programs. #12 - yes, an emphasis on the skills/experiences/competencies/attitudes young children need in order to be ready for formal reading instruction, NOT emphasis on early formal reading instruction #21 - yes, healthy social and emotional development is the foundation for other learning. NCLB should promote this research-supported position. #28 - if the other elements are in place - small class sizes, well-trained teachers, professional development opportunities, partnering with school/community providers, meaningful parent involvement, and practices that reflect the core of developmentally appropriate practices - providing special education services to those children in general settings who are eligible will be a natural "next step". Overall, 1-30 well stated and reflects the current data from teachers/practitioners on best</p>						

	practice and changes needed in NCLB to accommodate young children
4.	#12. Literacy is only one developmental area that must be addressed. Social/Emotional development is the foundation upon which all other learning is based. #26. ...system in PLACE.. #27. While NCLB has some good intentions in terms of it's mission and vision, the means by which it has been interpreted and implemented has done more harm than good.
5.	With NCLB's focus on assessment rather than improved teaching practice, educational institutions are losing their focus. Often, learning becomes rote and the development of creativity, thinking, problem solving and comprehension is "left behind".
6.	#4--Public education's focus on the early childhood community will have a very positive effect on the private model. Centers who partner collaboratively with public schools are provided resources & professional development that will raise quality in child care centers and will in turn, raise and enhance positive opportunities for all young children.
7.	I do not equate child development and skill development as two different things. We have had the conversation in our state around standards, have written our own standards and now need to decide how we as teachers in the classroom everyday are accountable for these standards. We need to observe and assess development/skills using the same vocabulary of the standards or there will be now connection. Or the connection will take teachers a much longer time to implement. This connection needs to be made for families as well. We just need to become better observers of children and learn how to interpret our observations on a continuum of development. If children don't make progress we need to figure out why and add more connections on the continuum.
8.	Many items raised in this section are very important!

5. 3.A. THIRD GROUP TO BE EVALUATED ---- FOCUS ON NCLB POLICY ISSUES -- Please help to evaluate the responses that were received (presented unranked, in alphabetical order) to the following question, "If you could advance one or two major public policy initiatives relating to the possible reform of NCLB, what would you advance (and what would that initiative mean in the context of your ongoing efforts)?"
Note: After you evaluate these listed items, you will have an opportunity to (1) enter comments or (2) to suggest new items responsive to the question.

	Very Low Priority	Low Priority	Neutral	High Priority	Very High Priority	N/A	Response Average
1. Access – All children should have affordable access to high quality early learning opportunities.	0% (0)	0% (0)	0% (0)	12% (2)	88% (14)	0% (0)	4.88
5. Developmentally Appropriate - Encourage developmentally appropriate early education for all students 3K/4K/5K.	0% (0)	0% (0)	0% (0)	19% (3)	81% (13)	0% (0)	4.81
8. Funding – State and federal programs must work in harmony to provide the funding essential to support effective early childhood educational opportunities.	0% (0)	0% (0)	0% (0)	19% (3)	81% (13)	0% (0)	4.81
3. Assessment - Assessment does not need to always be standardized. Progress and growth can be shown in other ways using criterion-referenced assessment tools that are backed with quality observational data along with family input.	0% (0)	0% (0)	0% (0)	19% (3)	75% (12)	6% (1)	4.80
4. Compensation - We need to acknowledge the value of the professionals involved in early education and care with additional pay that would be more in line with public education.	0% (0)	0% (0)	12% (2)	12% (2)	75% (12)	0% (0)	4.63
7. Funding - More dollars to provide high quality training for preschool teachers including daycare professional and nursery school teachers.	0% (0)	0% (0)	6% (1)	38% (6)	56% (9)	0% (0)	4.50
12. Service – There should be an increase in services to underserved populations which would mean more early education and care (more funding for Head Start and Pre-K) for more children.	0% (0)	6% (1)	6% (1)	25% (4)	62% (10)	0% (0)	4.44
10. Priority – Educational dollars should be prioritized for children from birth to age six.	0% (0)	6% (1)	19% (3)	25% (4)	50% (8)	0% (0)	4.19
2. Alternative Testing - We should use alternative testing measures for preschool, kindergarten and first grade children.	0% (0)	0% (0)	31% (5)	25% (4)	44% (7)	0% (0)	4.13
6. External Evaluators – Outside evaluators should assess program quality,	0% (0)	6% (1)	25% (4)	31% (5)	31% (5)	6% (1)	3.93

rather than relying on tests.							
9. Geography – The special needs of the geographically disperse parts of the state (non-Madison and non-Milwaukee) need to be given greater attention.	0% (0)	0% (0)	25% (4)	56% (9)	12% (2)	6% (1)	3.87
11. Recognition/Reward - We need to recognize and reward those individuals would provide leadership and administer or direct programs for young children.	0% (0)	6% (1)	31% (5)	31% (5)	25% (4)	6% (1)	3.80
Total Respondents							16
(skipped this question)							0
3.B. FOCUS ON NCLB POLICY ISSUES -- Do you have any comments relating to the 12 items included within the section you just completed? Additionally, you may also provide any new or additional thoughts relating to the question, "If you could advance one or two major public policy initiatives relating to the possible reform of NCLB, what would you advance (and what would that initiative mean in the context of your ongoing efforts)?"							
1.	All children deserve the opportunity to receive EC services. All areas of education should be provided with adequate funding. I don't feel that any one area of a child's education is more important than the next. The entire educational process each child goes through should be of the highest quality. Educators should not have to compete for funding...it should be a given that our children's education is funded properly.						
2.	#5 - don't stop DAP with 5 year olds. It is appropriate all thru public education. #11 - we need quality early childcare leadership; I'm not sure there needs to be "rewards" for doing what is right. Generally - this section - well stated and comprehensive.						
3.	We need to increase investment in our children from birth including funding appropriate health care, parent education and child care. We need to increase the financial support of people who work with young children.						
4.	We are at the crossroads of systemic change in Early Childhood. I do think that we need to refer to Early Childhood as Birth to Grade Three. We need to spend more time explaining why that age group is so important and why 1st, 2nd and 3rd grade should be part of the conversation. The research that is indicating that the gains made at the PreK-K levels fade by grade three is disturbing. We need more administrators that have recent hands-on PreK experience helping to make decisions or the expertise on organizing that input from those of us in the field. We start teaching in the fall we don't look up until the conclusion of the school year. Itinerant services for those children with IEPs out in the community will have to be provided 12 months a year....how is this going to look, even if it can be done? Thanks for asking, I appreciate the opportunity.						

7. 4.A. FOURTH GROUP TO BE EVALUATED ---- FOCUS ON NCLB IMPACT ON TEACHING -- Please help to evaluate the following answers (listed by topic in unranked alphabetical order) to the question, "How has NCLB (No Child Left Behind) affected your teaching?" Note: After you evaluate these listed items, you will have an opportunity to (1) enter comments or (2) to suggest new items responsive to the question.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	Response Average
4. Creates time pressures – on teachers and on students	0% (0)	0% (0)	0% (0)	50% (8)	44% (7)	6% (1)	4.47
6. Distorts curriculum	0% (0)	6% (1)	0% (0)	31% (5)	56% (9)	6% (1)	4.47
7. Encourages too much testing and teaching to the test	0% (0)	6% (1)	0% (0)	31% (5)	56% (9)	6% (1)	4.47
31. Too much testing (time taken from teaching; some teach to the test)	0% (0)	0% (0)	6% (1)	38% (6)	50% (8)	6% (1)	4.47
8. Encourages unrealistic or age-inappropriate expectations (by parents, by administrators, by teachers)	0% (0)	0% (0)	12% (2)	31% (5)	50% (8)	6% (1)	4.40
26. Pressures teachers and administrators	0% (0)	0% (0)	0% (0)	56% (9)	38% (6)	6% (1)	4.40
3. Creates age- or developmentally-inappropriate pressures on students	0% (0)	12% (2)	0% (0)	25% (4)	56% (9)	6% (1)	4.33
5. Diminishes student play time in early years	0% (0)	6% (1)	12% (2)	25% (4)	50% (8)	6% (1)	4.27
20. More paperwork	0% (0)	0% (0)	0% (0)	69% (11)	25% (4)	6% (1)	4.27
21. More paperwork, more regulations	0% (0)	0% (0)	0% (0)	69% (11)	25% (4)	6% (1)	4.27
24. Paperwork burden takes away from teaching and preparation time	0% (0)	0% (0)	6% (1)	56% (9)	31% (5)	6% (1)	4.27
27. Reduces play time	0% (0)	0% (0)	19% (3)	31% (5)	44% (7)	6% (1)	4.27
14. Increases stress and frustration at all levels, in all classrooms	0% (0)	0% (0)	19% (3)	38% (6)	38% (6)	6% (1)	4.20
17. Loosing focus on education as growth rather than assessment	0% (0)	0% (0)	25% (4)	25% (4)	38% (6)	12% (2)	4.14
19. More administrative burdens	0% (0)	0% (0)	12% (2)	56% (9)	25% (4)	6% (1)	4.13
25. Piecemeal standards miss the whole child	0% (0)	12% (2)	0% (0)	44% (7)	38% (6)	6% (1)	4.13

2. Creates administrative and paperwork burdens	0% (0)	0% (0)	12% (2)	62% (10)	19% (3)	6% (1)	4.07
10. Focus on rote and drill instruction is negative	0% (0)	12% (2)	12% (2)	25% (4)	44% (7)	6% (1)	4.07
11. Forces one to teach age inappropriate academic lessons	0% (0)	12% (2)	6% (1)	38% (6)	38% (6)	6% (1)	4.07
16. Less flexible curriculum	0% (0)	0% (0)	12% (2)	62% (10)	19% (3)	6% (1)	4.07
28. Reduces preparation time and program flexibility	0% (0)	6% (1)	12% (2)	50% (8)	25% (4)	6% (1)	4.00
30. Squelches creativity	6% (1)	0% (0)	31% (5)	12% (2)	44% (7)	6% (1)	3.93
12. Forces presentation of skills to students too early	0% (0)	6% (1)	12% (2)	62% (10)	12% (2)	6% (1)	3.87
15. Intrudes into the zone of teacher professional discretion and judgment	0% (0)	6% (1)	19% (3)	56% (9)	12% (2)	6% (1)	3.80
22. NCLB expectations negatively impact special needs children	6% (1)	0% (0)	31% (5)	25% (4)	31% (5)	6% (1)	3.80
29. Restricts teacher options	6% (1)	0% (0)	19% (3)	50% (8)	19% (3)	6% (1)	3.80
23. Negatively impacts special needs children (student IEP's)	6% (1)	0% (0)	31% (5)	31% (5)	25% (4)	6% (1)	3.73
13. Improves accountability but at a very high cost	6% (1)	0% (0)	31% (5)	44% (7)	12% (2)	6% (1)	3.60
9. Flashcards are being used in 3-year-old classrooms	6% (1)	12% (2)	38% (6)	19% (3)	19% (3)	6% (1)	3.33
1. Achievement gaps widening	0% (0)	19% (3)	50% (8)	12% (2)	12% (2)	6% (1)	3.20
18. Lowers standards	0% (0)	25% (4)	44% (7)	6% (1)	19% (3)	6% (1)	3.20
Total Respondents							16
(skipped this question)							0
4.B. FOCUS ON NCLB IMPACT ON TEACHING -- Do you have any comments relating to the 30 items included within the section you just completed? Additionally, you may also provide any new or additional thoughts relating to the question, "How has NCLB (No Child Left Behind) affected your teaching?"							
1.	I am not an ECE teacher.						
2.	It is a teacher's job to find creative ways to teach. Just because a person is being held accountable for achievement doesn't mean that the person can't be creative in their teaching styles. In fact, I would say that NCLB creates a necessity for teachers to be more creative in the way they						

	teach to ensure that the children learn. NCLB provides ECSE teachers with standards to work toward so those Spec. Ed students are better able to "close the gap".
3.	#7 - inappropriate approaches to "testing"; appropriate ongoing assessment of student progress is essential to quality education and care. #12 - places inappropriate expectations on children #17 - statement's intent unclear #18 - lowers meaningful, appropriate standards #22 & 23 redundant; but be politically correct - children first - restate as "... children with special needs"
4.	#18. NCLB does not lower standards, but the focus on standards motivates teachers to meet standards because it is a federal mandate rather than because it is "best practice" for families and children. #25. Standards that focus on academics miss the importance of health and mental health.
5.	NCLB takes the focus off of teaching the whole child. Good teaching goes across the curriculum and integrates music, art and physical activity. In an effort to achieve NCLB, districts are cutting programs that make learning interesting and effective.
6.	I have always been plugged into criterion-referenced assessment that has worked well...I would not like to have to do a standardized test in addition when the information I gather is so functional for programming and accountability. I feel NCLB should analyze what is done within guidelines that would provide the components needed to meet AYP within an observational tool. This type of system would teach what skills to observe in children across all domains instead of random items assessed on some standardized tool. It would be harder initially but certainly a far better option over time. Lets have a vision for what we want it to look like 50 years down the road.
7.	The focus has moved away from the CHILD and toward OUTCOMES. Testing has filtered into the early childhood level and it is not an appropriate method of measuring progress or learning. I think as educators, we can do better. If we do not advocate for our children now, we will find ourselves with a huge mess (largely due to NCLB) to clean up. This will likely drain resources and funding even further. When will we come back to the basic notions that "reading to children" is critical to their literacy development and that "play is a child's work"? Perhaps so many children are "being left behind" because we have lost sight of what is important.

9. 5. CLOSING COMMENTS -- This space is provided for any additional comments, observations, suggestions, or recommendations that you care to offer on some (or all) of the following subjects...

		Response Percent	Response Total
No Child Left Behind...		60%	3
Early Childhood Education and Care...		80%	4
Closing the Achievement Gap(s)...		60%	3
Educational Priorities for the State of Wisconsin...		100%	5
National Educational Priorities...		80%	4
This survey instrument...		60%	3
Total Respondents			5
(skipped this question)			11

No Child Left Behind...

1.	is a wonderful idea, but "kinks" will need to be worked thru. Surveys such as this are a wonderful way to improve NCLB.
2.	Carefully examine its impact on child outcomes and adjust as needed
3.	The law needs to be clearer about the needs and services for homeless preschool children and those who serve them.

Early Childhood Education and Care...

1. is sorely lacking in comparison to other industrialized nations. The priority needs to be placed on early childhood in order to increase academic achievement at the elementary level.
2. is becoming more and more important as the expectations of children are becoming higher and higher.
3. needs to have a major shift in focus in NCLB
4. Early Care and Education programs and providers need financial support to continue to improve their practices.

Closing the Achievement Gap(s)...

1. can be met head on with early intervention of all children
2. focus on parent support for at-risk populations - before birth - through effective collaborations between health/medicine, social services and early education & care. Close it before it happens.
3. Along with the Achievement Gap we need to also focus on disparity between the "haves" and the "have nots"

Educational Priorities for the State of Wisconsin...

1. Provide financial incentives to increase salaries in E.C.
2. should be to provide quality education for all children - from Pre-K thru grade 12 and beyond.
3. high quality early education and care will reduce special education/achievement gap later
4. If we give more support in the early educational years, it will result in a decrease in funds needed during the later years.
5. Thoughtful guidelines would still allow for creativity of how districts would be accountable for progress. I do feel though that if a district uses a tool that is comprehensive then no add. paperwork

National Educational Priorities...

1. Universal High Quality Child Care for all.
2. should be the same as the state - quality education for all regardless of age, sex, ability, or family background
3. focus on the youngest
4. The priority of early care and education is important. It needs to be supported by improving professional development rather than increased testing of children.

This survey instrument...

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| 1. | is a way for educators to be given a voice as well as a way for those who have the means to make positive change to hear from those of us in "the trenches". Thank you for the opportunity to share. |
| 2. | is too long but addresses the real issues of NCLB |
| 3. | This survey was a wonderful way for individuals to take part in their democratic responsibility |